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ABSTRACT

This multi-site program, in its final year of a two-year funding cycle, provided special resources and supportive services to approximately 200 recently arrived students of limited English proficiency in grades 9-12 at three Bronx (New York) high schools. The project served Vietnamese (Chinese ethnics), Italians, and Hispanics. Services provided by each school, as well as student placement policy, differed among sites. However, all project students were incorporated into each school's regular bilingual program and received instruction in English as a Second Language and native language skills and, where available, bilingual content area instruction. Mainstreaming was done gradually and on an individual basis. The project's stated goal was to "let students acquire practical skills and understand the ways in which bilingualism could work for them." Pre-occupational training was to be offered in students' native languages, but this project component was not implemented. Instructional and supportive services provided under the program included curriculum development, vocational guidance, and extracurricular and career-oriented activities for students. Other components of the program focused on staff development and parent participation. Student achievement data indicate varying degrees in the mastery of objectives and in course performance. In two schools, the attendance rates of program participants were higher than those of the overall school population. (GC)

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PROJECT A.B.C.

BRONX ACADEMIC BILINGUAL

CAREER PROGRAM

1982-1983

OEE Evaluation Report

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O.E.E. Evaluation Report

March, 1984

Grant Number: G00-810-4559

PROJECT A.B.C.

BRONX ACADEMIC BILINGUAL

CAREER PROGRAM

1982-1983

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A SUMMARY OF THE EVALUATION
FOR PROJECT A.B.C.
BRONX ACADEMIC BILINGUAL
CAREER PROGRAM
1982-1983

This multi-site program, in its final year of a two-year funding cycle, provided special resources and supportive services to approximately 200 recently-arrived students of limited English proficiency in grades nine through twelve at three Bronx high schools. The project served Vietnamese (Chinese ethnics) at Theodore Roosevelt, Italians at Christopher Columbus, and Hispanics at John F. Kennedy. Most program students were foreign-born and used their native languages at home. There were approximately ten program students at Christopher Columbus who were American-born and spoke an Italian dialect. The students varied in proficiency in English, ability in the native language, academic ability, and overall academic preparedness.

The project was coordinated out of the central Office of High School Projects under the supervision of the program manager for the E.S.L./Bilingual Unit. The services provided by each participating school, as well as student placement policy differed from site to site. Project students were incorporated into each school's regular bilingual program and received instruction in E.S.L. and native language skills, and where available bilingual content-area instruction. Mainstreaming was done gradually on an individual basis after students had completed preparatory transitional courses within the bilingual program at each site.

The project's stated goal was to "let students acquire practical skills and understand the ways in which bilingualism could work for them." Under the guidance of successful professionals, acting as volunteer mentors, students were to acquire practical skills needed in the working world. Pre-occupational training in business, law, or health career-related areas was to be offered in students' native languages. However, due to the small number of project students at John F. Kennedy and Christopher Columbus, and the lack of certified Vietnamese-speaking teachers at Theodore Roosevelt, this project component could not be implemented.

Title VII funded administrative staff positions and those supportive services geared specifically to helping new arrivals and to establishing a career center at each site. Instructional services and additional supportive services were funded by tax-levy monies. Although curriculum development focused on career-orientation, materials were also developed in native language studies, ethnic literature, social studies (Italian and Vietnamese), science, and health careers (Italian). Supportive services to program students included programming, vocational guidance, and extracurricular and career-oriented activities. Development activities for staff members consisted of monthly department meetings and attendance at a variety of professional workshops, conferences,

and training sessions. Parents of participating students were involved through informational notices sent to the home, attendance at E.S.L. classes held at each site, and extracurricular activities.

Students were assessed in English language development (Criterion Referenced English Syntax Test); growth in their mastery of the native language (teacher-made examinations); mathematics, science, and social studies (teacher-made tests); attitudes toward school and cultural heritage (project-developed scale); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Vietnamese-speaking project students at Theodore Roosevelt mastered an average of 1.57 CREST objectives per month in the fall and 1.36 CREST objectives per month in the spring.

--The small number of Italian-speaking project students at Christopher Columbus for whom pre- and post-CREST data were available prevented assessment of student growth at this site.

--Spanish-speaking project students at John F. Kennedy mastered an average of 0.66 CREST objectives per month in the spring.

--Spanish-speaking project students enrolled in native language studies classes achieved passing rates of 100 percent in both the fall and spring semesters. Overall passing rates for Vietnamese-speaking students enrolled in native language studies classes were 83 percent in the fall and 88 percent in the spring.

--Project students achieved overall passing rates of 81 percent in mathematics (both semesters), 93 percent (fall) and 84 percent (spring) in science, and 92 percent (fall) and 88 percent (spring) in social studies.

--Although 85 percent of the project students "passed" an attitude measure toward school and 89 percent "passed" an attitude scale toward native cultural heritage, the validity and reliability of these program-developed instruments is not known, making the outcomes difficult to interpret.

--The attendance rates for project students at Theodore Roosevelt and Christopher Columbus were significantly higher than the school-wide rates at these sites.

The following recommendations are offered for continuing bilingual services at these and other schools:

--Having the Division of High Schools enter into more formal agreements with schools who elect to participate in centrally-administered programs to ensure that school resources will be provided as a bacis for project functioning;

--At Theodore Roosevelt, continuing efforts to identify qualified Vietnamese-speaking teachers to serve its Vietnamese LEP students;

--At each site, considering the possibility of arranging college credit for students enrolled in advanced native language courses as an incentive for these students to continue their education after graduation;

--At Christopher Columbus, continuing efforts to sensitize staff members to the needs of LEP students in order that the school's priorities might be shifted to benefit this population;

--At Christopher Columbus, continuing communication with other Italian bilingual programs to discuss implementation, curriculum and other issues related to serving Italian LEP students;

--At Christopher Columbus, continuing efforts to meet the needs of the Italian dialect speakers;

--At Christopher Columbus, increasing efforts to involve parents and the community in program activities.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT A.B.C.
ACADEMIC BILINGUAL CAREERS

Locations:	Theodore Roosevelt High School 500 East Fordham Road Bronx, New York Christopher Columbus High School 925 Astor Avenue Bronx, New York John F. Kennedy High School 99 Terrace View Avenue Bronx, New York
Project Office:	Office of High School Projects 442 East Houston Street New York, New York
Year of Operation:	1982-1983, Final year of two-year funding period
Target Languages:	Vietnamese/Chinese/Italian/Spanish
Number of Participants:	Approximately 200 students
Project Coordinator:	Angelo G. Gatto

INTRODUCTION

The Academic Bilingual Careers program (Project A.B.C.) was a multi-site project serving newly arrived students of limited English proficiency (LEP) at three different high schools in the Bronx: Vietnamese (Chinese ethnics) at Theodore Roosevelt, Italians at Christopher Columbus, and Hispanics at John F. Kennedy. The project was coordinated out of the central Office of High School Projects.

Over 95 percent of the project students were foreign-born and all used their native languages at home. Participants' native language and academic abilities differed widely, but all lacked sufficient skills

in English to function in a mainstream program of instruction.

Project students were incorporated into each school's regular bilingual instructional program with Project A.B.C. supplying special resources to provide extra services needed by the new arrivals. It should be noted, however, that the services provided by the participating schools differed from site to site, as did placement policies. Generally, the schools assigned project students to appropriate class levels for English as a second language (E.S.L.) and native language studies instruction. Students also took content-area subjects in their native languages, where available.

A.B.C. staff members devoted much of the second program year to the consolidation of the project. The most significant problems continued to be recruiting certified Vietnamese-speaking teachers to serve project students at Theodore Roosevelt, and timely identification and placement of Italian-dominant students at Christopher Columbus.

I. DEMOGRAPHIC CONTEXT

Project A.B.C. served students who recently settled in three ethnic neighborhoods which send their children to Bronx high schools. One area is in upper Manhattan just north of Dyckman Street, where many Cuban and Dominican families have settled. These students attend John F. Kennedy High School, whose total enrollment of 5,445 is 48 percent Hispanic.[a] The school's attendance area extends from the area mentioned above (low socio-economic) to the Bronx west of Sedgewick Avenue, through Kingsbridge (middle-income) to the city line, and throughout Riverdale (upper middle-class).

A second area is in the upper Bronx, where a large number of Indochinese began arriving in 1978. This is a compact area where a church organization and several community agencies provide special help to the Indochinese population. Two hundred students from this area attend Theodore Roosevelt High School: 135 Vietnamese; 85 Cambodians; and 20 Laotians, Koreans, and Chinese. Roosevelt is a Title I school drawing its enrollment from a low socio-economic area. However, facilities such as the Bronx Zoo, the Bronx Botanical Gardens, the Fordham University campus, and the nearby Enrico Fermi Cultural Center lie within the immediate vicinity of the school. The cultural center is part of the New York City public library system and offers a large collection of books in Italian and Spanish.

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[a] Source. Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

The third area lies to the east between the Bronx Park and Pelham Bay Parkway, and extends from Parkchester Avenue on the south to Alton Avenue on the north. This is a working class area, with mainly two- and three-family houses. There are also some low-income city projects and middle-income high-rises. Arthur and Allerton Avenues are shopping areas for the many Italo-American residents of the neighborhood. There one finds many bakeries, salumeria, and other ethnic specialty shops.

This area also has easy access to the many cultural centers of the Bronx: Fordham University, the Bronx Zoo, Botanical Gardens, and the Enrico Fermi Library. High school-aged students attend Christopher Columbus High School. The school's enrollment is more than one-third Italian; approximately another 40 percent are blacks and Hispanics who come from the fringes of the attendance area.

II. STUDENT CHARACTERISTICS

All three participating high schools contain students who speak a variety of languages. Columbus and Kennedy students speak Korean, Greek, Russian, Chinese, Vietnamese, French, Japanese, Hebrew, Serbo-Croatian, Cambodian, and Turkish, in addition to Italian and Spanish. At Theodore Roosevelt, 500 of the 695 students in the school's general bilingual program are Spanish speakers. Of the remaining 195 students, 125 are Vietnamese/Chinese and 70 speak Khmer or Laotian.

Most Project A.B.C. students were foreign-born and spoke their native languages at home. In addition, there were about ten American-born LEP program students at Christopher Columbus who were Italian dialect speakers.

At Theodore Roosevelt, there were many project students whose families were still in Vietnam, unable to leave and classified by their government as "politically undesirable." These students generally lived alone or with family friends and experienced considerable emotional stress and mobility due to this separation. There were also a number of project students who travelled to Theodore Roosevelt from Brooklyn. Most of these students originally lived in the Bronx, moved to Brooklyn, and did not want to leave the project.

The following table presents a breakdown of Project A.B.C. students by school and country of birth.

TABLE 1

Number and Percent of A.B.C. Students by

School and Country of Birth

School	Country of Birth	Number	Percent
John F. Kennedy	Puerto Rico	1	2
	Dominican Republic	19	42
	Haiti	2	4
	Cuba	10	22
	Mexico	1	2
	Honduras	2	4
	Guatemala	1	2
	El Salvador	5	11
	Nicaragua	1	2
	Colombia	1	2
	Ecuador	3	7
	Total	46	100
Christopher Columbus	Italy	31	74
	U.S.	11	26
	Total	42	100
Theodore Roosevelt	Vietnam	118	99
	Cambodia	1	1
	Total	119	100
	TOTAL A.B.C.	207	

- Twenty-two percent of the project students were born in the Caribbean, Central or South America. They were enrolled at John F. Kennedy.
- Fifteen percent of the students were born in Italy.
- Fifty-seven percent of all project students were born in Southeast Asia. These students attended Theodore Roosevelt High School.

The composition of the project student body in terms of sex and age varied by school and grade. Table 2 presents the distribution of students by sex and grade as reported for all students and by site.

The great diversity in student composition is most apparent in their distribution by age and grade. Since most students were immigrants, their educational histories varied considerably. Many, especially the Vietnamese students, have suffered interrupted schooling, or because of a lack of educational opportunities in their countries of origin, have received fewer years of education than is appropriate for their age.

Table 3 presents the distribution of students by age and grade. Although the number of students at each site is quite different and therefore does not allow safe comparisons, note the disparity in the proportion of overage students by school. Students who came from Vietnam comprise the largest proportion of students overage for their grade (almost 86 percent), whereas only one of eight students born in Italy is overage for his/her grade.

Project A.B.C. students also varied in academic ability and proficiency in English. English-language ability among the Hispanic students at John F. Kennedy ranged from beginner to just below transition level. Spanish-language ability ranged from remedial to beyond high school level. In the Vietnamese group, English-language ability was more limited; some students knew no English at all when they entered the school. On the other hand, the Vietnamese were strong in math and science. Reportedly, these students also did well in beginning E.S.L.

TABLE 2

Number and Percent of Project Students by Sex and Grade

Grade	Theodore Roosevelt Male	Theodore Roosevelt Female	Christopher Columbus Male	Christopher Columbus Female	John F. Kennedy Male	John F. Kennedy Female	All Students Male	All Students Female	Total
9	18	7	2	0	7	3	27	10	37
10	23	17	10	5	12	7	45	29	74
11	43	11	4	10	6	5	53	26	79
12	0	0	5	1	3	6	8	7	15
Total Number	84	35	21	16	28	21	133	72	205
Percent By Sex	71	29	57	43	57	43	65	35	

-8-

- Sixty-five percent of the project students were male, and male students outnumbered females at each site.

- Most students were in the tenth and eleventh grades.

classes where memorization is essential, and showed a talent for analyzing systems.

English-language ability among the Italian group ranged from beginner to the native-like ability of Italian dialect speakers. Italian-language ability also ranged from exclusive dialect speakers to grade level or better. Table 4 presents the time spent by students in the bilingual project.

TABLE 3

Number of Project Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	1	0	0	0	1
15	5	6	2	0	13
16	7	24	12	0	39
17	10	18	11	8	47
18	4	12	9	5	30
19	3	7	18	5	33
20	5	5	14	1	25
21	0	4	8	1	13
22	0	0	2	0	2
23	1	0	1	0	2
TOTAL	36	73	80	16	205
Overage Program Students					
Number	30	46	52	7	135
Percent	83.3	63.0	65.0	43.8	65.9
Theodore Roosevelt High School					
Number	21	33	48	0	102
Percent	84.0	82.5	88.9	0	85.7
Christopher Columbus High School					
Number	1	1	0	3	5
Percent	50.0	6.7	0	42.9	13.2
John F. Kennnedy High School					
Number	8	12	4	4	28
Percent	88.9	66.7	36.4	57.1	59.6

Note. Shaded boxes indicate expected age range for grade.

- Sixty-six percent of the project students were overage for their grade.
- The highest percentage of overage students occurred at Theodore Roosevelt (86 percent) and is most probably related to the education and migration history of these Vietnamese students.
- Only five of the Italian students reported at Christopher Columbus were overage for their grade.

TABLE 4

Time Spent by Students in Project A.B.C.

(As of June 1983)[a]

Time Spent in Bilingual Project	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	2	1	6	0	9
1 Academic Year	25	25	27	8	85
2 Academic Years	6	44	43	8	101
3 Academic Years[b]	0	0	1	0	1
TOTAL	33	70	77	16	196

[a]Rounded to the nearest year.

[b]Reflects previous participation in other bilingual project at individual sites.

- Forty-eight percent of the students had been in the project for one year or less.

- Fifty-one percent of the students had participated in the project for two years.

III. PROJECT DESCRIPTION

BACKGROUND AND ORGANIZATION

Project A.B.C. was funded to meet the needs of newly-arrived students in the three participating high schools. Theodore Roosevelt had the largest bilingual Spanish program in the Bronx, but needed special help to accommodate the needs of its growing Vietnamese population. Similarly, John F. Kennedy found that special demands were placed on its existing bilingual program by new Hispanic arrivals. Christopher Columbus had E.S.L. and Italian language classes in its curriculum, but needed help in organizing those classes into a formal bilingual program to provide for Italian students who arrived during the last year.

The project's stated goal was "to let students acquire practical skills and understand the ways in which bilingualism can work for them." Under the guidance of successful professionals, acting as volunteer mentors, students were to explore bilingual careers and acquire practical skills needed in the working world. In addition to intensive instruction in E.S.L., native language arts, mathematics, science, and social studies, preoccupational training (business, law, or health career-related) was to be offered in the native language. Recognizing that new arrivals at the high school level have little time left within the school system, Project A.B.C. proposed to emphasize a career orientation approach aimed "at minimizing the time needed to understand the local economic system and how bilingualism can aid in career development."

Project A.B.C. was implemented in October 1981, when the project coordinator began to work with the schools on staff recruitment and student

selection. The Italian and Spanish components began operating in January 1982; the Vietnamese/Chinese program began in March of that year.

The project was coordinated out of the central Office of High School Projects under the supervision of the program manager for the E.S.L./Bilingual Unit. The project staff consisted of a centrally-located coordinator (who also administered three other Title VII programs), and three grade advisors/resource specialists and three paraprofessionals who were located at the participating sites (see Tables). Project A.B.C. services were designed to supplement and coordinate with each school's bilingual program into which Project A.B.C. students were incorporated. The project provided bilingual program supervisors at each school with special resources geared to augment the experiences of project students.

TABLE 5

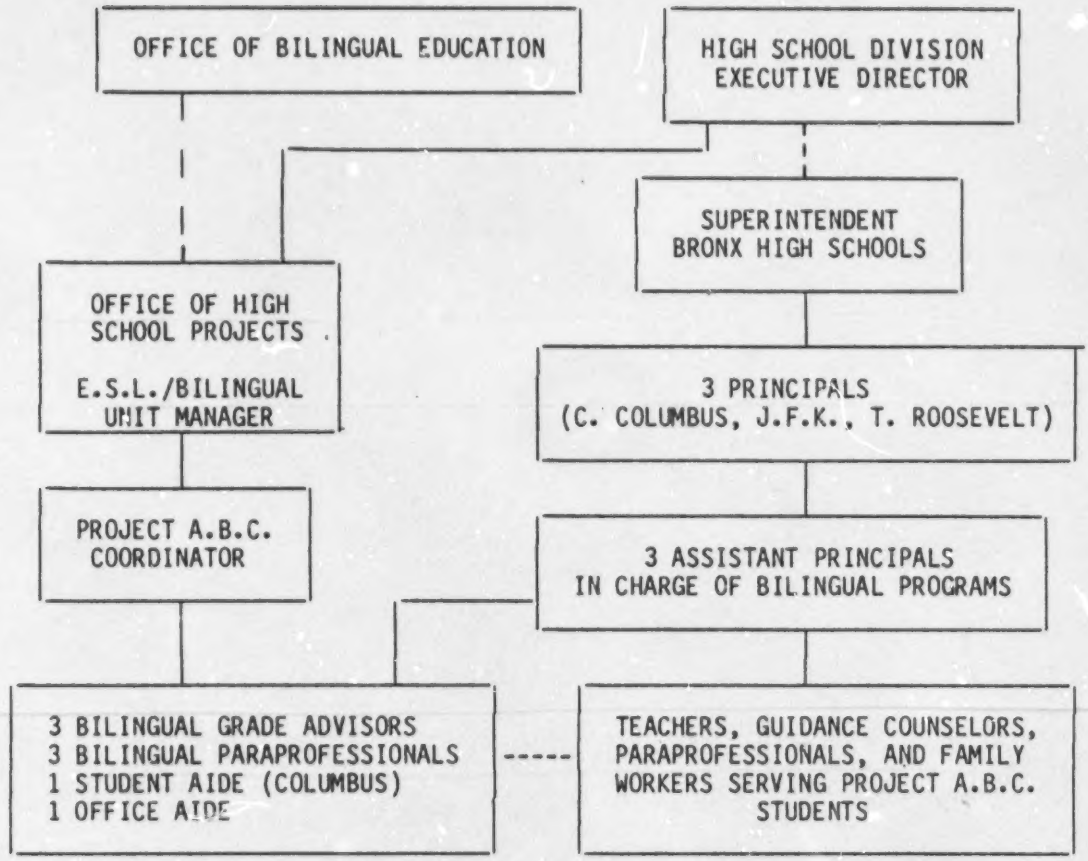
Project A.B.C. in the Schools

	Project A.B.C.	Participating Schools' Bilingual Programs	
	Title VII Staff	Supervisor	Staff Serving Project Students
Theodore Roosevelt	Grade advisor (Vietnamese-speaking) Bilingual para-professional	Assistant principal in charge of bilingual programs	13 Teachers 8 Paraprofessionals 1 Bilingual grade advisor 1 Guidance counselor
Christopher Columbus	Grade advisor (Italian-speaking) Bilingual para-professional	Assistant principal in charge of foreign languages	2.6 Teachers 1.8 Paraprofessionals
John F. Kennedy	Grade advisor (Spanish-speaking) Bilingual para-professional	Assistant principal in charge of foreign languages	15.8 Teachers 8 Paraprofessionals 2 Guidance counselors 1 Family worker

Figure 1 presents the management design for the project.

FIGURE 1

Project and Management Design


OFFICE OF BILINGUAL EDUCATION
HIGH SCHOOL DIVISION EXECUTIVE DIRECTOR
SUPERINTENDENT BRONX HIGH SCHOOLS
OFFICE OF HIGH SCHOOL PROJECTS
E.S.L./BILINGUAL UNIT MANAGER
3 PRINCIPALS (C. COLUMBUS, J.F.K., T. ROOSEVELT)
PROJECT A.B.C. COORDINATOR
3 ASSISTANT PRINCIPALS IN CHARGE OF BILINGUAL PROGRAMS
3 BILINGUAL GRADE ADVISORS
3 BILINGUAL PARAPROFESSIONALS
1 STUDENT AIDE (COLUMBUS)
1 OFFICE AIDE
TEACHERS, GUIDANCE COUNSELORS, PARAPROFESSIONALS, AND FAMILY WORKERS SERVING PROJECT A.B.C. STUDENTS
Supervision
Communication

FUNDING

Instructional services and many of the supportive services for students were funded with tax-levy monies. Title VII funded those supportive services geared specifically to helping new arrivals and to establishing a career resource center at each site. Tables 6 and 7 detail the funding sources of all instructional and non-instructional personnel serving the project students.

TABLE 6

Funding of Non-Instructional Positions

Function	Site	Funding Sources	Position
	Office of H.S. Projects	Title VII	1 Project coordinator
Administration and Supervision	Roosevelt	.5 Title VII (not A.B.C.) .5 Tax levy	1 Assistant principal in charge of bil. programs
	Columbus	Tax levy	1 Assistant principal in charge of bil. program
	Kennedy	Tax levy	1 Assistant principal in charge of bil. program
Curriculum Development	Roosevelt	Title VII	1 Grade advisor
	Columbus	Title VII	1 Grade advisor
	Kennedy	Title VII	1 Grade advisor
Supportive Services	Roosevelt	Tax levy	1 Grade advisor
		Tax levy	1 Guidance couns.
	Columbus	Tax levy	1 Grade advisor
	Kennedy	Chap. I/P.S.E.N.	2 Guidance couns.
		Tax levy	1 Family worker
Staff Development	Roosevelt	Tax levy	1 A.P. Conference/ workshops
	Columbus	Tax levy	1 Asst. principal
	Kennedy	Tax levy	1 Asst. principal
Parental and Community Involvement	Roosevelt	Tax levy	1 Bil. grade advisor
	Columbus	Title VII	1 Grade advisor
	Kennedy	Title VII	1 Grade advisor

TABLE 7

Funding of Instructional Positions[a]

Subject	School	Funding Sources	Teachers	Paras
E.S.L.	Roosevelt	Tax levy	2.4	
		Chapter I	3.2	3.0
		P.S.E.N.	4.0	3.0
		T.P.R.C.	1.0	
	Columbus	P.S.E.N.	1.0	1.0
		T.P.R.C.	0.2	
	Kennedy	Tax levy	0.8	
		Chapter I	5.4	5.0
		P.S.E.N.	3.0	2.0
		T.P.R.C.	0.2	
		Chapter 268	0.8	
		Module 5B	0.2	
Reading (English)	Roosevelt	(In combination with E.S.L.[see above])		
	Columbus	P.S.E.N.	0.8	
	Kennedy	Tax levy	1.0	
Native Language Arts	Roosevelt	Title VII	0.4	
	Columbus	Module 5B	0.2	
	Kennedy	Tax levy	4.0	
		Chapter I	1.6	
		P.S.E.N.		0.4
		Module 5B	0.6	
Math	Roosevelt	Tax levy	NA	
	Columbus	Module 5B	0.2	
	Kennedy	Tax levy	1.4	
		Module 5B	1.0	
Social studies	Roosevelt	Tax levy	0.2	
	Columbus	Module 5B	0.2	
	Kennedy	Tax levy	0.8	
		Module 5B	1.2	
Science	Roosevelt	Tax levy	0.2	
	Columbus	Module 5B	0.2	
	Kennedy	Tax levy	0.4	
		Module 5B	0.4	
Other Subject Areas	Roosevelt	Tax levy	NA	
	Columbus (Typing)	Module 5B	0.2	
	Kennedy (Health)	Tax levy	0.4	
Additional Instructional Support	Roosevelt	Title VII		1.0
	Columbus	Title VII		1.0
	Kennedy	Title VII		1.0

[a]Source. High School Personnel Inventory for Bilingual/E.S.L. Programs, April, 1983, Division of High Schools, New York City Public Schools.

IV. INSTRUCTIONAL COMPONENT

OVERVIEW

The typical Project A.B.C. student was a recent arrival who had been in the United States from a few months to perhaps a year and a half. With the exception noted below, there was no problem in identifying students for project participation: all demonstrated a need for special instructional services by scoring below the twentieth percentile on the Language Assessment Battery (LAB).

Christopher Columbus however, continued to have problems recruiting and identifying students for the project. In the second project year, the school still experienced difficulties with administrative priorities and lack of experience in dealing with the bilingual Italian population. Many students who otherwise met the entry criteria due to their total scores on the LAB were not being served because the assistant principal for foreign languages felt they were orally proficient in English. For the most part, these students were Italian dialect speakers who came from non-English-speaking homes and were not recent arrivals.

The project was based on a uniform tracking system focusing on the students' career interests. Each school had a well-developed sequence of E.S.L. instruction appropriate to the needs of the school program. The Spanish and Italian native language studies programs were also in place at Kennedy and Columbus. Content-area courses in Spanish and Italian were taught by tax-levy native-language teachers. At Theodore Roosevelt, Vietnamese language studies, science, and social studies classes were staffed on a limited basis by the Title VII personnel because

of the difficulty in locating certified Vietnamese-speaking teachers. Placement tests determined at which level project students were placed within these sequences. Mainstreaming was done gradually on an individual basis after the student completed preparatory transitional courses within each program.

PROJECT OBJECTIVES

For evaluation purposes, the project proposed the following instructional and non-instructional objectives:

Instructional Objectives

As a result of participating in the project, students would demonstrate:

--an appropriate increase in English language proficiency;

--a significant increase in native language achievement;

--an 80 percent passing rate in the areas of mathematics, science, and social studies;

--an improvement in attitude toward cultural heritage;

--an improvement in attitude toward school; and

--a lower drop-out rate than mainstream students.

Non-Instructional Objectives

--Project staff would demonstrate an increased awareness of pupil problems and needs.

--Project staff would demonstrate performance growth by participating in college coursework and/or staff training workshops.

--Parents of project students would demonstrate more parental involvement than parents of mainstream students.

PLACEMENT AND PROGRAMMING

Since Project A.B.C. was intended for recent arrivals who lacked proficiency in English, determining their eligibility for the project was a straightforward process. Students took the LAB and teacher-made tests for native language proficiency, and were interviewed before official placement was made. Placement procedures, however, differed from site to site and depended upon the policies of each school.

At Theodore Roosevelt, all Vietnamese students were placed in the bilingual program after taking English and math placement tests. A beginners' program was established that typically included three periods of E.S.L. and when needed, two periods of remedial math. (Reportedly, most Vietnamese students were doing well in math.) The other two periods were filled by lunch and gym.

At John F. Kennedy, students were given credit for previous schooling documented by records; when this documentation was available, they were placed in either tenth or eleventh grade. Placement tests were also administered for math and native-language literacy. The actual program for one incoming Spanish-speaking student for the spring semester follows; although this student could read and write in Spanish, his literacy skills were limited.

Period	Subject Area	Language of Instruction
1	Math lab for R.C.T.	Spanish
2	Native language arts	Spanish
3	L U N C H	
4	Biology 2	Spanish
5	English-language skills	English/E.S.L.
6	English-language skills	English/E.S.L.
7	American history	Spanish
8	Physical education & music	English (main-stream classes)

Participants at Christopher Columbus were identified from LAB scores and previous academic records. In 1982-83, there continued to be approximately 30 students who were recent arrivals from Italy and about ten students who were Italian dialect speakers.

Project A.B.C. standardized a program planning system for project students which consisted of a contract first discussed with, and then signed by, the student, parent, and grade advisor. The contract focused on the student's career interest and served to ensure that each individual's yearly program was prepared with that interest in mind.

INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE

Most students participating in the bilingual programs at each site received E.S.L. instruction which was scaled according to proficiency, in preparation for transition into regular English classes. As in the case of placement procedures, instructional offerings differed depending on the policies, number of students, and resources at each school. Theodore Roosevelt offered five levels of E.S.L. and five levels of reading for the foreign born. Students at the beginning level received two periods of E.S.L. and one period of E.S.L. reading a day. Christopher Columbus offered an E.S.L. sequence of three levels and students met for one period a day. John F. Kennedy offered six levels of E.S.L. classes which met for two periods per day. Table 8 describes the full E.S.L. offerings at each school.

INSTRUCTION IN NATIVE LANGUAGE STUDIES

John F. Kennedy offered seven Spanish-language studies classes at two levels. Project students at this site were given a Spanish

TABLE 8

Instruction in English as a Second Language

School	Courses	Number of Classes		Average Register		Classes Per Week	Description	Curriculum or Material in Use
		Fall	Spring	Fall	Spring			
Theodore Roosevelt	E.S.L. 1	6	3		25	10	Beginner	Lado 1
	E.S.L. 2	3	6		19	10	Beginner	Lado 2
	E.S.L. 3	3	3		20	10	Intermediate	Lado 3
	E.S.L. 4	3	3		25	5	Intermediate	Lado 4
	E.S.L. 5	2	2		18	5	Advanced	Lado 5: Lado: Elementary Composition
	Reading 1	4	3		25	5	Beginner	Siegel: Reading and Writing
	Reading 2	2	5		20	5	Beginner	Real Stories A, B
	Reading 3	2	3		20	5	Intermediate	Journeys to Fame
	Reading 4	2	2		30	5	Intermediate	Turning Points
	Reading 5	2	2		17	5	Advanced	R.C.T. and Teacher-made Materials
Christopher Columbus	E.S.L. 1	2	2	23	23	5	Beginner	Lado 1
	E.S.L. 2	2	2	16	16	5	Intermediate	Lado 2
	E.S.L. 3	1	1	18	18	5	Advanced	Lado 3
John F. Kennedy	E.S.L. (Introduction)	1	1	20	20	10	Basic Skills	English Step by Step
	E.S.L. 1	3	2	25	20	10	Beginner	Lado 1
	E.S.L. 2	2	3	23	25	10	Beginner	Lado 2
	E.S.L. 3	5	3	25	20	10	Intermediate	Lado 3
	E.S.L. 4	2	4	25	25	10	Intermediate	Lado 4
	E.S.L. 5	4	3	25	20	10	Advanced	Lado 5

literacy test to determine appropriate placement.

Christopher Columbus had two sessions of Italian language studies. Incoming students from Italy generally had well-developed native-language skills and therefore took a survey of Italian literature -- a class opened to and geared for English-dominant students studying Italian as a second language. The Italian dialect speakers were given special instruction in Italian language skills instead of the survey of literature.

The Vietnamese language studies program at Theodore Roosevelt was developed and taught by the project's Vietnamese grade advisor/resource specialist. One of the main problem with this project component was identifying Vietnamese-speaking teachers properly certified by the New York City Board of Education; at the time of the evaluation there was no Vietnamese license granted by the Board of Examiners. Table 9 gives details of the native language studies component.

TABLE 9

Instruction in Native Language Studies

School	Course	Level		Number of Classes		Average Register		Curriculum Materials in Use
		Fall	Spring	Fall	Spring	Fall	Spring	
Theodore Roosevelt	Native language studies	1	2	1	1	38	38	Teacher-developed
Christopher Columbus	Italian literature/	1	2	2	2	12	12	Works of major Italian authors/
	Italian language skills	1	2	1	1	6	6	Teacher-developed materials
John F. Kennedy	Bilingual Spanish 1	1	1	5	5	35	35	"Mejora tu Espanol"
	Bilingual Spanish 2	2	2	2	2	35	35	

•All classes met for five periods a week.

•A.B.C. project students at John F. Kennedy attended native language classes with other Hispanic LEP students in the school's bilingual program.

CONTENT-AREA INSTRUCTION

John F. Kennedy had offerings in Spanish covering math, social studies, and science. These classes were taught entirely in Spanish with Spanish materials.

In its second year, the bilingual program at Christopher Columbus offered two content-area courses in Italian using Italian materials. All Project A.B.C. students attended these classes.

At Theodore Roosevelt, a Vietnamese-speaking teacher offered global history 1, 2, and general science 1, 2. A Vietnamese-speaking paraprofessional was assigned to mainstream mathematics classes in order to help students follow the class and assimilate materials using Vietnamese. According to staff members, the students seemed to be doing especially well in math under the present system.

According to the project proposal, preoccupational training in business, law, or health-related career would be offered to students at each site in their native languages. Due to the small number of project students at John F. Kennedy and Christopher Columbus, and the lack of certified Vietnamese-speaking teachers at Theodore Roosevelt, this project component could not be implemented.

Table 10 gives details of the content-area instruction in the three schools.

TRANSITION

In order for the students to make the transition into the mainstream, they had to score above the twenty-first percentile on the English LAB examination. No other steps were taken by the project as a whole to

TABLE 10

Bilingual Instruction in Content Areas

School	Course	Fall Level	Spring Level
Theodore Roosevelt	Mathematics	-	Remedial
	Mathematics	-	-
	Mathematics	-	1,2
	Mathematics	-	1,2,3
	Science	-	1,2
	Global History	-	1,2
Christopher Columbus	American History	1	2
	Biology	2	-
John F. Kennedy	Mathematics	R.C.T. prep.	
	Algebra	1	2
	Geometry	1	2
	Chemistry		
	Biology		
	Basic Science		
	9th-year Social Studies	Basic	
	10th-year Social Studies	3	4
	11th-year Social Studies	5	5
	12th-year Social Studies	6	6

•All classes met five periods a week.

•All classes were taught entirely in the native language. At Theodore Roosevelt, mathematics was taught in English with the assistance of a bilingual paraprofessional.

create a consistent policy of transition. However, the individual sites created numerous strategies and courses to help in the transition process, such as an E.S.L. approach in content-area classes, transitional E.S.L. writing, and teacher attention to individual students.

In all the schools, mainstreaming was a gradual process, depending on the student's readiness. Each semester every bilingual program student was enrolled in at least one mainstream class. For example, a student might be enrolled in mainstream math, while taking social studies in the bilingual program. There were also required courses in art, music, and gym that were only offered in the mainstream. Table 11 presents a list of mainstream courses in which program students were enrolled during 1982-83.

TABLE 11

Some Mainstream Classes in Which
Project Students Are Enrolled

School	Course
Theodore Roosevelt	Remedial Mathematics
	Pre-Algebra
	9th Year Mathematics (Algebra)
	10th Year Mathematics (Geometry)
	11th Year Mathematics
	12th Year Mathematics
	Calculus
	General Science
	Biology
	Chemistry
	Physics
	World/Global History
	American History
	Economics
Christopher Columbus	Mathematics
	Music
	Hygiene
	Gym
John F. Kennedy	Music
	Art
	Gym

•All classes met for five periods a week.

CLASSROOM OBSERVATIONS

Two bilingual science courses were observed at John F. Kennedy. The basic science course was targeted for functionally illiterate bilingual students, whose native language ability was at the elementary school level. Instruction was given exclusively in Spanish, and students communicated with the teacher, aide, and each other in their native language. The observed lesson was a review of a test to be given the following day. The teacher wrote fill-in questions on the board. Students answered questions orally, the teacher filled in the answers, and supervised the copying of answers into students' notebooks. The paraprofessional devoted special attention to students who were having trouble copying accurately. The objectives of the lesson were twofold: to develop native language skills, and to learn basic concepts of the workings of machines. There were 14 students registered for this section; ten were in attendance that day.

The bilingual biology course was targeted for students on or above grade level. Instruction was entirely in Spanish. The teacher used a variety of techniques including lecture, discussion, and questioning. The objective of the lesson was clearly presented to students. Students actively participated in the discussions and were eager to answer questions posed by the teacher and each other. There were 23 students in attendance. There was no paraprofessional present, nor was one needed.

At Christopher Columbus, two native language studies classes were observed. The Italian literature course had 13 English-dominant

students in attendance who were studying Italian as a foreign language. It was later learned that all project students registered for the class were absent due to a televised Italian soccer game. (Eighty percent of the class enrollment are foreign language students, while 20 percent are project students.) Instruction was geared to meet the foreign language students' needs rather than those of native speakers. The topic of the lesson was an analysis of I Promessi Sposi by Manzoni. The teacher's technique was to question the students and to translate difficult passages and vocabulary into English. The classroom facilities were adequate and the climate was quite formal. Both teacher and students appeared comfortable using English to explain difficult or confusing vocabulary.

The special group of dialect speakers was registered for the Italian literature class and was provided with special instruction in basic skills in the Italian language on a pull-out basis. Small-group instruction was provided by the grade advisor and the paraprofessional. The class began with a question and answer warm-up. The lesson objective was to review the present perfect tense. The teacher used some dialect, Italian, and English (although the use of English was discouraged). The paraprofessional was working with one student who needed special attention.

Before class, students were interviewed by the observer in English. They all felt that they benefitted from project participation and were recommending it to others.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

Two separate needs existed in the area of curriculm development: one for basic materials used in regular classroom work; the other for materials for the career resource centers. The first was the responsibility of the bilingual programs at each A.B.C. site. Responsibility for the second was assumed in the Project A.B.C. proposal.

The curriculum used in regular classroom work at John F. Kennedy in Spanish was well developed, therefore the A.B.C. grade advisor focused on researching and developing career information packets. All of the materials reviewed by a member of the evaluation team appeared to be commercially-developed, not only by educational publishers but also by private industry. They included slides, audio-cassettes, and posters and were made available for students' use at the project's career center.

Because of the paucity of instructional materials in Italian and Vietnamese, the Title VII grade advisors were involved in developing classroom materials as well as career-oriented materials. At Christopher Columbus, where a bilingual instructional program was new, a considerable amount of material was developed in Italian for both classroom use and career education. These materials included curricula for native language studies, social studies, ethnic literature, science, and health careers. At Theodore Roosevelt, curriculum development focused mainly on Vietnamese materials for classroom use and included native language studies, ethnic literature, and social studies. See Appendix B for a detailed description of the materials developed during the 1982-83 school year.

A.B.C. had proposed to develop curricula in applied E.S.L., international studies, business math/computer science, accounting, business skills/secretarial science, and career education but the reduction of the funding period from three to two years prevented the project from accomplishing this objective.

SUPPORTIVE SERVICES

The three bilingual grade advisors worked with students at each site on programming and vocational guidance. John F. Kennedy had two additional tax-levy bilingual counselors, while the grade advisors at Columbus and Roosevelt worked actively with the regular guidance counselors and bilingual parents.

The Project A.B.C. staff organized numerous extracurricular activities for the students including a Thanksgiving dinner, an international night, several field trips, international dinners, and an Indochinese show.

At John F. Kennedy, some of the activities included a trip to the equity library theatre to see "Happy Birthday, Wanda June," seeing the feature film "Breaking Away," fund raising for the theatre group, and a field trip to the Metropolitan Museum of Art to see the Vatican Collection.

At Christopher Columbus, extracurricular activities included a trip to Mystic Seaport, a Circle Line cruise, poetry contests, and a forum of Italian American educators.

In addition, project students attended a career orientation session at the Bilingual Education Service Center (B.E.S.C.).

STAFF DEVELOPMENT

Department meetings at each site were conducted monthly by the assistant principals at each site. Topics ranged from classroom procedures to writing lesson plans.

Title VII staff also attended meetings at the A.B.C. central office. These workshops and seminars included the following topics: purchase orders, evaluation, future funding, summer curriculum development, and staff training by guest speakers.

Project staff also attended conferences and workshops at the B.E.S.C. on evaluation and career orientation. In addition, B.E.S.C. staff members visited Christopher Columbus and gave on-site workshops concerning career orientation, selecting materials, and Italian cultural studies. The Italian Cultural Institute also provided its services to Christopher Columbus High School. Project staff also participated in the Italian Parents' Conference, the Office of Bilingual Education conferences and workshops, and the East Coast Conference for Asian Educators.

PARENT AND COMMUNITY INVOLVEMENT

The A.B.C. project encouraged parent participation by sending information to the parents at each site in their own languages. It was reported that when parents are contacted they generally respond well. Each site also conducted tax-levy funded E.S.L. classes to encourage parents to continue their education and increase their proficiency in English.

Theodore Roosevelt had exceptional success in involving parents in school activities as evidenced by the high rate of attendance at many after-school activities and E.S.L. classes. Parents were also involved in making costumes and preparing ethnic dishes for the Indochinese show.

At John F. Kennedy, parent support and involvement was evident through involvement with fund raising and participation in the Repertory Company. Christopher Columbus, however, experienced some difficulty in getting parents actively involved in school activities.

The project objective to enlist parent support by increasing meaningful participation in the development and implementation of Project A.B.C. was successfully met at Theodore Roosevelt and adequately met at John F. Kennedy. Christopher Columbus was working to increase parental involvement in school activities in the 1983-84 year.

AFFECTIVE DOMAIN

There were a variety of additional measures which indicated how Project A.B.C. students were faring. For example, at Theodore Roosevelt, the daily attendance rate of the Vietnamese/Chinese project students was over 90 percent. Two Vietnamese students were in the top 10 percent of the class, five Vietnamese students were in the Arista Society, and three certificates of merit were awarded to Vietnamese students. The eight graduating students were all going to college.

At John F. Kennedy, although data were not provided, the attendance rate of project students was reportedly higher than that of the rest of the school, and bilingual students were well represented in the top 10 percent of the class.

At Christopher Columbus, the native language class won a prize for the best attendance rate of the month. Project students received certificates of merit for participation at the Fordham University Italian Poetry contest, and one project student was a member of the Arista Honor Society. Of three graduating students, two planned to attend college, and one hoped to enter a technical school.

At all three sites, many of the bilingual students actively participated in soccer.

OTHER PROJECT GOALS

A.B.C. also attempted to obtain more effective articulation between lower schools and the high schools. Articulation efforts were made at all three A.B.C. sites. There were inter-school visits, phone calls, and letters provided by grade advisors at the three sites.

The project also proposed to establish at each site, a bilingual career center staffed by a full-time bilingual specialist and opened to all interested students and staff. Career resource centers were in evidence at Christopher Columbus and John F. Kennedy. At Theodore Roosevelt, materials were gathered but there was, at the time of the evaluation visits, no designated area for the physical location of the resource materials.

Finally, the project proposed to help develop the competencies and attitudes which would assure the development, maintenance, and institutionalization of Project A.B.C. at each school. At John F. Kennedy and Theodore Roosevelt, it was evident that A.B.C. would encounter no difficulty with eventual institutionalization. The program was already

an integral part of each school, fully supported by parents, teachers, and administrators. At Christopher Columbus however, the project did not appear to enjoy the same priority as other programs in the school, and thus its maintenance and further development seemed to be in jeopardy.

VI. FINDINGS: STUDENT ACHIEVEMENT, ATTITUDES, AND ATTENDANCE

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The Criterion Referenced English Syntax Test (CREST) was used to measure student achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

The project objective in this area called for the acquisition of one CREST objective per month of attendance. The test was administered at the beginning and end of each term. Complete CREST data were available for a relatively small percentage of E.S.L. students. For Theodore Roosevelt, approximately 25 percent of the students had complete CREST information for the fall term and approximately 37 percent for the spring term. Extremely few data were available for students at Christopher Columbus. As less than ten cases with complete data were reported each term, these data are not reported. At John F. Kennedy, CREST information was available for one-third of the students in the spring term, but none in the fall semester, due to the absence of fall attendance data.

Examination of Table 12 reveals that at Theodore Roosevelt, students tested on Levels I and II acquired CREST objectives at an impressive average rate of 1.7 objectives per month in the fall term. Level III students improved at the rate of 0.96 CREST objectives per month. In the spring semester, students tested at Levels I and II acquired an average of 1.57 objectives per month. Level III students acquired 0.45 objectives per month. With this exception, E.S.L. students at Theodore Roosevelt for whom CREST data were available realized the project objective in this area.

As has been noted above, very few CREST data were complete for students at Christopher Columbus. Therefore performance on the CREST cannot be evaluated at this site.

The project reported complete CREST data for John F. Kennedy students for the spring semester only (see Table 13). The bulk of these results were for Level III students, leaving too few reported results on Levels I and II for evaluation. Level III students acquired an average of 0.42 CREST objectives per month. However, it should be noted that Level III performance was at least in part attributable to high pre-test scores, which restricted the possible gains students could demonstrate.

In as much as few CREST data were available, no final overall evaluation of the project's realization of this objective may be made.

TABLE 12

Results of the Criterion Referenced English Syntax Test
(Vietnamese-Speaking Project Students at Theodore
Roosevelt High School, Pre- and Post-Tested
on the Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	9	14.33	18.44	4.11	2.81	1.48
II	15	13.40	18.67	5.27	2.84	1.90
III	7	10.00	12.86	2.86	2.96	0.96
TOTAL	31	12.90	17.29	4.39	2.86	1.57
			Spring			
I	13	12.46	18.54	6.08	3.65	1.72
II	22	14.00	19.18	5.18	3.54	1.48
III	8	10.13	11.75	1.63	3.66	0.45
TOTAL	43	12.81	17.60	4.79	3.60	1.36

*Post-test minus pre-test.

TABLE 13

Results of the Criterion Referenced English Syntax Test

(Spanish-Speaking Project Students at John F. Kennedy

High School, Pre- and Post-Tested on Same Test Level)

Spring 1983

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	2	12.50	18.00	5.50	3.76	1.46
II	2	11.00	16.50	5.50	3.92	1.40
III	13	11.38	13.00	1.62	3.78	0.42
TOTAL	17	11.47	14.00	2.53	3.79	0.66

*Post-test minus pre-test.

ACHIEVEMENT IN NATIVE LANGUAGE

Achievement in native language was examined to reflect the three major language groups participating in the project. The program proposed to measure Spanish language achievement through use of the Prueba de Lectura, part of the Interamerican Series of Tests published by Guidance Testing Associates. No such data were reported.

A second means of assessing native language achievement, although not a program objective, was through calculating passing rates for students enrolled in native language studies courses. These results are reported for small numbers of Spanish- and Vietnamese-speaking students by semester in Table 14. No such data were reported for the Italian-speaking students at Christopher Columbus.

As may be seen in Table 14, all students for whom passing rates were reported passed their Spanish language courses. Overall passing rates for students enrolled in Vietnamese language classes were 83 percent in the fall and 88 percent in the spring term.

Although the evaluation design contained no clear objectives for achievement in this area, these overall passing rates exceed the usual guideline (70 percent passing) set by other bilingual high school programs in New York City. In general, the project's overall performance in the area of native language achievement cannot be evaluated due to incomplete reporting of data.

TABLE 14

Number of Project Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Spanish Language Studies	10	100.0	18	100.0	12	100.0	8	100.0	48	100.0
Vietnamese Language Studies	4	100.0	15	73.0	5	100.0	-	--	24	83.0
Spring										
Spanish Language Studies	9	100.0	17	100.0	12	100.0	8	100.0	46	100.0
Vietnamese Language Studies	11	91.0	8	88.0	6	84.0	-	--	25	88.0

ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES*

Project objectives called for attainment of a passing rate of 80 percent for students enrolled in content-area courses. These results are reported in Tables 15 and 16 for all project students and for each program site.

Examination of Tables 15 and 16 reveals that when aggregated across schools, the fall and spring passing rate in mathematics classes was 81 percent. There was some variability among schools, with rates ranging from 73 percent at Theodore Roosevelt in the spring to 100 percent at John F. Kennedy, also in the spring.

The overall passing rates for students enrolled in science courses were 93 percent in the fall and 84 percent in the spring. The school-wide passing rates also showed some variability; the lowest was 78 percent at Theodore Roosevelt in the spring and the highest was 100 percent at John F. Kennedy (both semesters).

Passing rates for students in social studies classes averaged 92 percent in the first term and 88 percent during the second semester. In this content area, individual school passing rates varied between 80 percent at Christopher Columbus in the spring and 100 percent at John F. Kennedy during the same term.

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*Mathematics courses include fundamental math, pre-algebra, algebra (ninth year), geometry (tenth year), eleventh- and twelfth-year math, calculus, S.A.T. preparation, R.C.T. preparation, computer math/programming, business math, and remedial math. Science courses include general science, biology, chemistry, physics, geology/earth science, and hygiene/health education. Social studies courses include world geography/culture, world/global history, American history, economics, and American studies/culture.

On the whole, participating students met the program's objective for content-area achievement. Further examination of passing rates by grade level indicates that, when aggregated across schools, content-area passing rates were generally higher for tenth and eleventh graders than for ninth graders. There was also a tendency for performance in mathematics to be lower than in the other two areas reported.

Selection may have had some effect on these outcomes: some ninth graders who experience academic difficulty may not return to school for grade ten, thus leaving behind the higher achievers. Lower math performance, on the other hand, may reflect the students' prior academic preparation, or, conversely, rigorous standards. Since the determinance of academic performance are multiple, there was considerable variability between grades for the program sites.

It must be noted that data on achievement were missing for a large percentage of participating students. It is likely that the inclusion of these students would have an effect on the outcomes reported (see recommendations).

TABLE 15

Number of Project Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Fall)

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
All Students										
Mathematics	25	76.0	53	75.5	59	86.4	7	100	144	81.3
Science	14	100	39	87.2	53	94.3	6	100	112	92.9
Social Studies	20	75.0	42	92.9	51	96.1	7	100	120	91.7
Theodore Roosevelt High School										
Mathematics	15	60.0	35	71.4	48	85.4	0	0	98	76.5
Science	4	100	25	80.0	43	93.0	0	0	72	88.9
Social Studies	10	70.0	25	88.0	43	97.7	0	0	78	91.0
Christopher Columbus High School										
Mathematics	1	100	7	71.4	8	87.5	0	0	16	81.3
Science	2	100	8	87.5	7	100	0	0	17	94.1
Social Studies	2	100	7	85.7	9	88.9	0	0	18	88.9
John F. Kennedy High School										
Mathematics	10	100	18	83.3	11	90.9	7	100	46	91.3
Science	10	100	14	100	10	100	6	100	40	100
Social Studies	10	80.0	17	100	8	87.5	7	100	42	92.9

TABLE 16

Number of Project Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Spring)

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
All Students										
Mathematics	34	70.6	55	78.2	64	85.9	7	100	160	80.6
Science	25	72.0	43	86.0	56	87.5	6	100	130	84.3
Social Studies	30	80.0	41	92.7	55	87.3	7	100	133	88.0
Theodore Roosevelt High School										
Mathematics	25	60.0	38	68.4	53	83.0	0	0	116	73.3
Science	16	56.3	30	80.0	46	84.8	0	0	92	78.3
Social Studies	20	70.0	25	88.0	47	85.1			92	82.6
Christopher Columbus High School										
Mathematics	2	100	6	50.0	9	88.9	0	0	17	76.5
Science	1	100	8	87.5	4	100	0	0	13	92.3
Social Studies	2	100	5	60.0	3	100			10	80.0
John F. Kennedy High School										
Mathematics	9	100	17	100	11	100	7	100	44	100
Science	9	100	13	100	10	100	6	100	38	100
Social Studies	10	100	16	100	8	100	7	100	41	100

ASSESSMENT OF ATTITUDES

Stated project objectives called for assessment of change in attitudes toward school and native cultural heritage as measured by an increase of one scale unit on a project-developed questionnaire. Data were reported showing that for 196 students, 85 percent met the criterion on a measure of attitudes toward school, and 89 percent were successful on a scale of attitudes toward their native cultural heritage. Nevertheless, use of these scales is problematic from a psychometric point of view as their validity and reliability are not known. (Refer to recommendations concerning continued use of these scales.)

ATTENDANCE

Although the project's evaluation design did not contain objectives concerning attendance, attendance rates of program students were provided, and were compared to school-wide rates at each participating site. Table 17 presents the available attendance data for two project sites, by grade. Table 18 compares project students' attendance to that of the general school population for each site. In addition, a z-test was used to examine the difference in attendance rates of project students and each general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the project attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. The z-test results presented in Table 18 show that the attendance rates for project students at two sites were significantly higher than the general school attendance rates.

TABLE 17

Attendance Percentages of Project Students

Grade	Number of Students	Mean Percentage	Standard Deviation
	Christopher Columbus High School		
9	2	99.50	3.54
10	11	91.91	7.35
11	15	93.87	3.74
12	7	92.43	4.58
TOTAL	35	93.06	5.18
	Theodore Roosevelt High School		
9	18	92.33	6.36
10	36	90.61	7.16
11	50	92.78	5.86
TOTAL	104	91.95	6.43

TABLE 18

Significance of the Difference Between the Attendance Percentage of Project Students and the Attendance Percentage of the School

Number of Students	School Register	Project Attendance	School Attendance Rate	Q[a]	z[a]	Significance
			Christopher Columbus High School			
35	2,675	93.06	79.30	20.70	2.01	.04
			Theodore Roosevelt High School			
104	3,221	91.95	72.30	27.70	4.48	.0001

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=project attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of project students.

VII. CONCLUSIONS AND RECOMMENDATIONS

Project A.B.C. completed its second and last year of funding. The coordinator and grade advisors have achieved most of the proposed project goals. In spite of the fact that funding was reduced, the project was able to provide one bilingual grade advisor/resource specialist and one educational assistant at Theodore Roosevelt, John F. Kennedy, and Christopher Columbus High Schools. During its first year of funding, a resource specialist had to be shared between Theodore Roosevelt and Christopher Columbus.

The project provided supportive services to approximately 200 Italian, Vietnamese/Chinese, and Spanish LEP students. A diagnostic, prescriptive approach was used wherever possible to individualize instruction and encourage self-development. Intensive instruction in English as a second language and native language studies was provided. Where enrollments and staff availability permitted, science, mathematics, and social studies were offered in the native languages. Due to the small numbers of project students at John F. Kennedy and Christopher Columbus, and the lack of certified Vietnamese-speaking teachers at Theodore Roosevelt, formal classes in business, law, or health-related careers could not be offered. To prevent isolation from English-speaking peers, students were placed in mainstream classes in art, music, and physical education.

Bilingual career and resource centers were in operation at John F. Kennedy and Christopher Columbus. At Theodore Roosevelt, materials were collected and developed and were waiting for space allocation.

Parental involvement was strongly encouraged by A.B.C. staff and met with particular success at Theodore Roosevelt. The staff actively participated in many training activities both in school and out. They particularly became involved with workshops sponsored by the Bilingual Education Service Center. An abundance of curriculum material was developed by the Title VII staff for classroom use and career education and training. The A.B.C. staff provided help with extracurricular activities, tutoring, parent and home contacts, and vocational counseling.

In the affective domain, project students consistently outperformed mainstream students with higher attendance rates. Many of the participants received prizes and honors. They were also well represented in the number of students going on to college.

Among the achievements of Project A.B.C. during 1982-83 were the following:

--development of curriculum materials;

--establishment of bilingual career and resource centers;

--continuation of extracurricular programs; and

--recruitment of qualified bilingual staff.

Where the context allowed, Project A.B.C. helped develop the competencies and attitudes necessary for the development, maintenance, and institutionalization of the project into the regular school program. At John F. Kennedy and Theodore Roosevelt, the project has become an integral part of the school. These schools have had extensive experience with bilingual education. At Christopher Columbus, where the experience is more limited, more work still needs to be done in order to institutionalize the bilingual education component.

RECOMMENDATIONS

On the basis of several site visits, classroom observations, interviews with project personnel, and analysis of student performance data, the evaluation team recommends that consideration be given to the following:

1. The Division of High Schools, which is responsible for the implementation of the projects at a central level, might consider entering into a more formal agreement with schools which elect to participate in centrally-administered multiple-site programs. This agreement might make explicit the school resources which will be provided as a basis for project functioning. This identification of needs and allocation of resources would serve to avoid situations in which project staff members find themselves supplanting tax-levy functions and working outside the scope of the project as proposed. Title VII can and does provide capacity-building and support for schools through central projects, but in turn, the accompanying commitment should be made by the participating schools.

2. Theodore Roosevelt High School should continue in its efforts to identify qualified Vietnamese-speaking teachers to serve its Vietnamese LEP students.

3. Each school should consider the possibility of obtaining college credit for students enrolled in advanced native language courses, thus giving students more incentives to continue their education after graduation.

4. Greater efforts need to be made to institutionalize services at Christopher Columbus. These might include the following:

a. Efforts should be made to sensitize the staff at Christopher Columbus High School to the needs of LEP students enrolled at the school. In this way, school priorities might be shifted to benefit the limited English proficient student.

b. The administration at Christopher Columbus should continue to look at other Italian bilingual programs, such as those at New Utrecht or Grover Cleveland High Schools, to discuss implementation, curriculum, and other problems encountered in serving Italian LEP students.

c. Efforts should be continued to meet the needs of the Italian dialect speakers at Christopher Columbus. These students have long been a neglected group in the field of bilingual education. It would be of benefit to all if Christopher Columbus High School took the leadership role in providing quality bilingual education to these students and provide a model to other high schools with similar populations.

d. More effort should be placed in involving the parents and community at Christopher Columbus. International nights and the Italian Club are just a few of the activities that might be useful in involving more parents and community members.

e. To insure that student growth is being adequately measured, the project should make sure that all students are assessed as proposed, and that data are reported completely and accurately.

f. Since the reliability of the project-developed scales used to measure student attitudes toward school and native cultural heritage is questioned, the project is urged to consider other types of objective measures as indicators of student attitudes. These might

include attendance rates or post-high school plans, attendance at cultural and extracurricular activities, or a staff-developed pre- and post-test of native heritage administered at the beginning and end of the school year, rather than an attitude scale.

VIII. APPENDICES

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APPENDIX A

Project Staff Characteristics:
Professional and Paraprofessional Staffs

Function(s)	% Time for Each Function	Date Appt. to Each Function	Education (degrees)	Certification	License(s)	Total Yrs. Exp. in Education	Years Experience Bilingual	Years Experience E.S.L.
Administration Supervision	70 30	10/82	B.S. Sci. P.D. Admin. M.S. Sci. & Super.	NYC NYS	Bil. Sci.-HS Admin/Super.	21	8	2
Grade Advisor	100	10/82	B.A. Italian	NYC NYS	Italian-HS Spanish-HS	3	5	2
Grade Advisor	100	10/82	B.A. French M.A. French	NYC NYS	French-HS	3	3	2
Grade Advisor	100	10/82	B.A. Italian M.A. Bilingual ED.	NYC NYS	French-HS	6	3	3
Ed. Assistant	100	10/82	H.S. Diploma	NYC NYS		1	1	
Ed. Assistant	100	10/82	H.S. Diploma	NYC		1	1	
Ed. Assistant	100	10/82	H.S. Diploma	NYC		1	1	
Student Aide	100	10/82	H.S. Diploma	NYC				

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APPENDIX B

Curriculum Materials Developed 1982-1983

Materials	Language of Materials	Grade Level	Primary Users	Goals	Objectives	Additional Comments
American History I, II	Italian	10-12	Student	Not specified	Not specified	Materials will be further developed (in use and parallel to mainstream).
Machiavelli	Italian	11-12	Teacher	Specified	Specified - measurable	Primarily for high proficiency in Italian enrichment (in use).
Biology I, II	Italian	10-12	Student	Not specified	Not specified	Materials will be further developed. Exercises and exams have also been developed.
Global History I, II	Vietnamese	9-10	Student	Specified	Specified - measurable	Hand-out in Vietnamese to supplement material (not in use).
General Science I, II	Vietnamese	9-10	Student	Specified	Specified - measurable	Hand-out in Vietnamese to supplement material (not in use).
Native Language Arts - Vietnamese Culture & Civiliz.	Vietnamese	9-10	Student/ Teacher	Not specified	Not specified	Guidelines for teachers (not in use).
Health Science	Italian	10	Student	Specified	Not specified	Not in use.
Communication Skills Through Situations	Italian	10	Student	Not specified	Not specified	For Italian-dialect speakers (not in use).
Career Education						
Law/Medicine	Italian	10-12	Student	Not specified	Not specified	In classroom use.